



## **Redesign Plan**

Clarenceville High School

Clarenceville School District

Mr. Troy Nelson, Principal  
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Livonia, MI 48152-2099

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# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

We are a comprehensive high school with enrollment that fluctuates between 575 and 600 students. The Clarenceville High School building is located in Livonia, Michigan, in Wayne County, but we serve students from three cities (Livonia, Redford, and Farmington Hills) and two counties (Wayne and Oakland). We receive our educational services through Oakland Schools ISD. Our student body speaks 14 different languages and consists of 60.5% Caucasian students, 31% African American students, and 7.5 % Hispanic, Asian, and Native American students. We have a growing African American student population, which has presented some academic challenges, particularly African American males, as is seen on course passing rate as well as standardized test scores. We also have a growing population of students that qualify for free and reduced lunch who are economically disadvantaged as well as an increased homeless student population, which also present unique academic challenges. These challenges along with the ongoing consistent transiency of our student population presents a unique set of challenges for our district.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The vision of Clarenceville High School is to educate and prepare all students in a safe learning environment to be successful learners ready for college, career, and citizenship.

Our mission is to enable students to achieve academic, social, and career success by providing a supportive learning community that encourages and develops each student's interest and abilities in order that they become lifelong learners and be able to meet the ever changing challenges of our future world,. We pledge to maintain high standards of learning and expect all students to succeed. We are committed to working collaboratively with all school community stakeholders to implement necessary educational strategies to ensure student success.

\*The faculty, staff, and administration believe:

\*Student learning is our primary focus;

\*That all stakeholders need to be proactive in the educational process;

\*Everyone can experience success;

\*That an educational community is successful when a climate of mutual respect exists;

\*Attendance plays a critical role in creating a positive learning environment;

\*Learning is a shared responsibility;

\*Technology is a conduit to student learning;

\*Teacher instruction makes all the difference in student interest level and learning success;

\*Effective relationships are powerful.

To live out the vision statement, the LEAD program was established. The purpose of LEAD is to be a building block to what I hope will be an improved learning culture through the building of positive relationships and academic growth.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Data trends from the 2007-08 school year through 2012-13 indicate quite a few shifts in multiple areas effecting student learning. Our ACT composite score in 2007 was a 17.4. Since then it has continued to trend upwards reaching a high of 19.4 in 2012. Even though the 2013 ACT scores slightly declined the data indicates that our top 30% of students continue to grow. Our graduation rates are holding somewhat steady and our course failure rates are declining across the curriculum. Involvement in our Dual Enrollment program remains steady while our numbers attending career readiness CTE programs continues to have high placement. We have added multi-tiered intervention programs in both ELA and mathematics. These programs have demonstrated a high rate of success in helping students to pass their regular English and math courses thus, keeping students on track to graduation. We have instituted protocols for student placement in math courses and have a credit recovery program in place incorporating some blended learning strategies using an online program taught by a HQ math teacher. In the 2011-12 school year CHS was featured in both the Oakland Press and the Detroit Free Press as a school overcoming the socioeconomic odds over the previous three years due to our students academic improvement based on the Top to Bottom rankings. At that time we ranked 2nd in all of Wayne County for improved ACT scores and MME scores based on a three year data review. Our climate and culture continue to be developed by both students and staff with work being done in the areas of student leadership and diversity training. Student and parent surveys indicate our school community members feel safe at school and feel we are moving in the right direction. We continue to reach out to our students to get them involved as shown by the addition of a Robotics Club, GSA club, and a Garden Club. Our student data suggests approximately 70-75% of our students are involved in at least one co-curricular or extra-curricular activity/organization. Over the next three years we hope to improve our achievement scores for all students in all core areas resulting in higher proficiency percentages. Our focus will be on mathematics, science and literacy. School culture will be another area of emphasis in hopes of increasing student academic engagement through communicating the relevance by building better relationships.



## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

The high school went through a recent district accreditation audit. The district received district accreditation and the high school's 31a program was specifically mentioned as a point of pride in terms of how it is delivered to the at-risk student population and for the process involved in identifying students on a trimester by trimester basis. Since then we have added more tiers of support for our students in hopes that we will engage more students where they are at academically in order to move them forward sooner.

# **Priority School Assurances**

## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Clarenceville Teacher Evaluation

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Principal Evaluation Rubric

# **Operational Flexibility Assurance**

## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

## Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		Clarenceville High School Executed Addendum

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	Executed Addendum already in place - see attached.	

## Redesign Plan

Clarenceville High School

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		Clarenceville High School Signature Page



# **Transformation Redesign Diagnostic**

## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

## **PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

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## PART B: TEACHING AND LEARNING PRIORITIES

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

We recognize the importance of writing and implementing the Redesign plan for the transformation of Clarenceville High School for the academic success of all of our students. As the gap between low performing and high performing students continues to grow, the need for accurate data systems has escalated. Data patterns reveal strengths and weaknesses in the educational system and ensure that decisions are made on evidence rather than opinion. The district's accountability scorecard and Top-to-Bottom List designation provided a forum for digging into the metrics that resulted in the High School's priority designation. With the assistance of Oakland County consultants, staff and community members were able to gain a better understanding of how the state arrives at a final z-score for schools and the areas for improvement that were designated from this analysis (significant decline was indicated in every area with the largest deviation being in that areas of Math and Social Studies). Data indicates there has been a decrease in student achievement that needs to be addressed.

After identification as a Priority School, CHS staff and the School Reform Team utilized a data dialogue protocol to review student achievement data including EXPLORE, PLAN, ACT, MME and NWEA. Through this process, the staffs identified areas of weakness/strengths and discussed improving protocols of intervention (entrance /exit, curriculum, and progress monitoring). During this process, common threads were identified that assisted in determining the next steps for changes to the instructional program. The most prevailing theme in this data showed a need to address academic literacy as well as mathematics.

As we know from Larry Lezotte's work, a safe and productive learning environment is essential for student academic performance to improve. Our instructional program is thus rooted in fostering a culture of learning with high expectations. To that end, feedback from student, parent, and teacher surveys has demonstrated a need to build a more positive building climate and culture.

The three "Big Ideas" for the Transformation of Clarenceville High School:

Culture: Collaboratively build a positive student-centered classroom and building culture

Based on input and feedback after surveying the staff, we recognized a need for consistent expectations of students and staff, which will positively affect learning within the classroom and throughout the building. Parent and student surveys indicated a desire for greater emphasis on student success and a more intentional culture of learning and achievement beyond high school. Student and parent anecdotal data also indicates a desire for more timely communication. Systems of communication on the academic and behavioral data of students will be shared with teachers, students, and parents. Student academic and behavioral data will be used to communicate the criteria for placement into intervention.

Literacy: Improve Literacy across the Curriculum

Academic Literacy was identified as a concern in three primary areas. The first concern is the need to build academic vocabulary in all content areas, as it is the foundation for literacy. Secondly, we will work to increase our students' ability to engage with and comprehend different forms of content-specific text as most of our students struggled with the processing of complex text. Thirdly, we need to enhance instruction in all forms of data literacy, specifically visual representations of data (analyzing, interpreting, evaluating both visual and textual forms). In particular, those literacy tasks that involved multiple layers (basic identification versus inferential) and multiple steps (within various

SY 2014-2015

strategies) provided difficulty for our students, so we will provide targeted instruction in these areas.

Math: Improve implementation of the Common Core State Standards for Mathematics (CCSS-M).

Through our assessment data, departmental conversations, and consultation with Oakland Schools, we have addressed a need to improve our teaching and learning in regards to mathematics. We believe the best course of action would be to improve our implementation of the Common Core State Standards in mathematics. Our focus as a district would be to align our teaching to model both the content and practice standards of the common core. It is also imperative that we create common assessments by subject area, and use this tool with fidelity. The data gained from using common assessments will give us a greater understanding of our students, and the effectiveness of our teaching.

### **State what data were used to identify these ideas**

Analysis of multiple data sources demonstrates academic needs in the primary areas of Literacy and Math. NWEA data indicates that less than half of all students in the grades tested, grade 9 and 10, were at or above grade level. This is demonstrated by the following percentages of students at or above grade level: in Reading, 38% for 9th and 35% for 10th; in Language, 40% for 9th and 37% for 10th; in Science, 47% for 9th and 43% for 10th, and in Math, 26% for 9th and 30% for 10th. Data indicates that students at Clarenceville High School are consistently scoring below state averages for proficiency in all content areas. Data also shows that our bottom 30% subgroup is struggling and there are large achievement gaps. 2013 MME scores show that gaps were substantial: the state reading 11th grade proficiency average was 59%, CHS averaged 45%. For writing the average was 51%, CHS was 39%. For Math the average was 29%, CHS was 14%. For Science the average was 28%, CHS was 13%. For Social studies the average was 44%, CHS was 33%. According to the Accountability Scorecard, 0% of our bottom 30% met annual measurable objectives in reading.

Feedback from student, parent, and teacher surveys, such as the SWOT (Strength, Weakness, Obstacles, Threats) analysis by the staff in Spring 2014, Senior Exit Surveys from the last 5 years, as well as parent surveys at Open House, and anecdotal communication with parents and students have demonstrated a need to build a more positive building climate and culture.

## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

Indicator 1A:

In July of 2014 Clarenceville School District hired a new high school principal, Troy Nelson. As a part of the interview process, the interview committee considered the five turnaround competencies with regards to the high school's Focus school designation. He has been committed to identify and focus on the plan requirements in order to see big payoffs throughout the plan development and has taken quick action in implementing items that might be quick wins for the current school year. An example of this would be the structure and accountability for staff and students alike. He also took action to break organizational norms by clearly focusing both staff and students on an Every Day Counts campaign, modeling this in every decision that is made to ensure that student-learning time is maximized. Throughout his interview process, with an interview committee comprised of staff, students and parents, Mr. Nelson detailed his personal beliefs in the qualities that ensure success and effective leadership surrounding the turn-around competencies. Additionally, the Clarenceville School Community have been witness to first-hand experiences in which Mr. Nelson demonstrated each of these competencies. With regards to identifying and focusing on early wins and big payoffs; Mr. Nelson was in charge of non-academic behavior of which he analyzed and implemented new policies and procedures that improved behavior and student attendance in an on-time fashion. Throughout his tenure he reviewed this data frequently in order to find quick wins that could be put into place immediately and could then be placed into policy in order to impact student Culture positively. One example was the implementation of a behavior support center with protocols to decrease behaviors and time out of school. This same example fits directly with his ability to breaking organizational norms. The implementation of the behavior support center was a shift for both staff and students whose prior experience had been in addressing student behaviors with suspensions. Mr. Nelson put a plan for implementation together with associated non-negotiable for protocols in following the expectations. Although many prior examples could be listed regarding the next three competencies, the best example has been established in the actions he has taken since becoming the new building leader. Mr. Nelson, once selected as the next instructional leader of the high school, demonstrated his ability to act quickly in a fast cycle by beginning to conduct data research (using MISchool Data and local data) to identify the academic areas in need of more focus. Mr. Nelson's review of the data was the impetus in the identifying of the academic "Big Ideas" the Transformational Plan will focus on moving forward. Mr. Nelson quickly put together a "Transformational Planning Team" which included a teacher from each of the core academic areas, Central Office personnel, including Curriculum & Instruction, Special Education and Business & Finance. He then reached out to the Oakland Schools ISD and secured their support in terms of three consultants. These consultants are working with the team in the areas of literacy, mathematics and data collection/analysis. Mr. Nelson acted quickly and with the intentionality to build a team that would work collaboratively in the development of the Transformational Plan. Mr. Nelson has met all deadlines and is acting quickly to build a plan that will benefit student learning and teachers' instructional practices in a fast cycle. Mr. Nelson has created a work schedule and communicated it clearly to all team members. Mr. Nelson by nature is very astute when collecting and analyzing data. He demonstrated his ability to do so while the assistant principal of the high school through various quarterly and summative reports he produced. The then sitting principal often used Mr. Nelson's acumen in the data area to reinforce patterns the data was demonstrating. He possesses an analytical mind which will bode well throughout this process and his leadership tenure. Data was collected with the help of the Oakland Schools ISD data consultants. It was organized in a way that demonstrated noticeable and important trends in student academic

success. Mr. Nelson's ability to analyze this data was instrumental in giving direction to the rest of the team as it developed the Transformational Plan. Data sets were communicated in an easy to understand format, one in which the Planning Team could easily use in their work. MI School Data, ACT, PLAN, EXPLORE and NWEA data was accessed and used in the development of the academic "Big Ideas" within the Transformation Plan. Mr. Nelson is a collaborator and communicator as evidenced in his role as assistant principal. He is able to foster trusting relationships with all stakeholders. These skills sets will serve him well to meet the competency of galvanizing staff around the Big Ideas of the Transformational Plan. In his prior leadership role he has demonstrated his ability in this area by leading faculty and staff through a collaborative process from which came necessary change in how student discipline was dealt with both in the classroom and at the administrative levels. The protocols, teacher handbook rules and student code of conduct rules were changed to reflect more teacher and student ownership in the process. The results were a reduction in out of school suspensions and increased student learning time. Mr. Nelson has demonstrated early in this Transformational Planning phase his ability to communicate and collaborate with his team as well as his entire faculty and staff. He has formed his leadership team filled with key communicators from within his building and has utilized them in a way that galvanizes his staff around the Big Ideas decided upon through the data analysis. He continues to work with his faculty and staff to shift the focus from blaming others and/or excuses to a Culture of collaborative problem solving. Through Mr. Nelson's work with staff he has been able to lead his staff to not only understand the why's surrounding the Big Ideas but more importantly to embrace the changes needed to successfully implement the strategies that will lead to improved student academic achievement.

### Indicator 1B:

In an effort to increase leadership capacity within the district, during the planning year, the new superintendent hired a full-time Special Services director, with priority school experience, to better address special education gaps. A new high school assistant principal, with prior transformation experience and necessary specific skills in Math and English, was hired after being scrutinized through the same 5 competencies expectations as the high school principal. Additionally, the superintendent took a strong stance with district leadership that we had become a priority district - not a district with a priority building. Principals were given the clear directive that their future priorities were in becoming instructional leaders and ensuring that they utilized evaluation protocols to support their teacher's professional growth. During the planning year, the administrative team has attended trainings through MASCD and Oakland Schools to help build capacity and develop shared ownership. This work was specifically centered on the first Big Idea for the transformation plan - Collaboratively building a positive student-centered classroom and building Culture. Training topics have included Facilitators of School Improvement, Framework for Teaching, School Advance Leadership Framework, Intentional Conversations and Visible Learning. This work continues to be supported by weekly administrative professional learning meetings. Additionally, all buildings have directed their school improvement efforts in supporting the remaining two big ideas of Literacy and Mathematics. This work has already had impact in building leadership capacity within the individual schools.

Clarenceville High School has a strong leadership team working as an integral part in the transformation work. A principal designee works regularly within the building to allow building leadership release time to lead transformational work. School Improvement and Transformation teams have collaborated with staff to develop actions plans to meet student needs and facilitate in-depth dialogues to ensure all parties have a voice in the process. Going forward, a content area leadership team is being developed to assist in building the collaborative atmosphere within the district supporting the areas of literacy and mathematics. In order to ensure future support and sustainability of the three "Big Ideas", leadership teams will be developed with a specific focus on each big idea topic. This team will assist in leading and problem-solving potential barriers to success.

Finally, it is important to note as a part of the leadership, the principal is unanimously supported in this turnaround model by a school board of 7 members and continues to support all efforts in moving the Clarenceville District forward.

**Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.**

Indicator 2A:

In order to provide Principals and Teachers with appropriate evaluation and feedback on their classroom effectiveness as it directly relates to student achievement and progress Clarenceville School District central administration worked with the District leadership and teaching staff on adopting a Michigan approved teacher evaluation model. The inclusion of student data is a significant factor in teacher evaluation state wide educator evaluation tool. All parties unanimously chose to utilize the "Charlotte Danielson's Framework for Teaching" to develop its Teacher Evaluation Plan. The Clarenceville School District, with school board approval, has implemented the Danielson's Framework for Teaching Evaluation Model in 2014/2015. The Danielson model is a researched based model that is shown to increase instructional effectiveness. By increasing instructional effectiveness, research indicates that student growth also increases. The Framework for Teaching identifies aspects of a teacher's responsibilities divided into 22 components, each having its own rubric, clustered into 4 domains:

- 1) Planning and Preparation (instruction and curriculum planning that focus on standards)
- 2) The Classroom Environment (student engagement)
- 3) Instruction (research based instructional practices)
- 4) Professional Responsibilities.

Each component has an applicable rubric which describes what represents "highly effective", "effective", "minimally effective" and "ineffective" instruction. This comprehensive evaluation system will provide a fair and consistent method of teacher evaluation. The model emphasizes a teacher/administrator collaborative process for classroom observations, review of student work, and curriculum review which provides continuous feedback. The evaluation plan is aligned to school wide instructional practices. The principal will use information from the evaluations to determine the applicable professional staff development required to improve instruction. The district has purchased online Teachscape training for administrator use and teacher training in the tool. Teachscape training is a web-based training program that has partnered with the Framework for Teaching Danielson Group to provide in-house and self-paced training for evaluation users. This will calibrate our administrators on what they were seeing in the classrooms and accurate use of the evaluation rubric ensuring inter-rater reliability within the district. The training includes professional learning information, calibration videos and alignment documents. This training will be shared with staff during Thursday meetings and then followed by learning walk-throughs for reflective conversations. Once completed administrators will be required to complete the competency test that was built into the program. The annual year-end evaluation for the 2014/2015 school year will require that 25% of the overall evaluation be based on Student Growth and Assessment data and 50% for the 2015-2016 school year based on the most current legislation. The Evaluation will be updated yearly, in accordance with the State of Michigan legislation, to include student growth based on the required legislative levels.

Indicator 2B:

In addition to the Teacher Evaluation Plan, the Administrative Evaluation Plan has been updated for the 2014/2015 school year. The administrative team, along with the Clarenceville school board, has unanimously chosen to adopt the State approved School ADvance model. School ADvance establishes research-supported domains of principal and district administrator evaluation and developmental rubrics mapped to each domain, which aligns well to the Danielson framework in working as instructional leaders. The framework is clustered into 5 domains: 1) Results 2) Leadership 3) Programs 4) Processes and 5) Systems. The evaluation is aligned to include student growth based on the required legislative levels. Evaluation results will provide feedback to make changes that positively affect the school growth indicators



and provide information for the leaders' professional learning plans. One component that makes the tool so valuable is its ability to allow administration to establish yearly goals that address the current needs of the district. The evaluation plan will be aligned to the reform plan, instructional models and other improvement initiatives to improve student achievement. During the 2014/2015 school year, the School Board shall ensure that 25% of the annual performance evaluation system for administration will be based on student growth and assessment data and 50% based on the most current legislation.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.**

Indicator 3A:

Clarenceville School District is committed to providing leadership opportunities to teachers who exemplify what it means to be a great teacher in the 21st century. Clarenceville High School teachers who have been identified as teacher leaders demonstrating exemplary qualities in increasing student achievement have multiple growth opportunities. Teachers are identified through both teacher evaluations and administrator observations. These teachers are considered for various leadership positions such as School Improvement Team Coordinators, Department Chairs, and Peer Mentors. Each probationary teacher has a mentor who is paid a stipend to provide the new teachers with the support that is needed to help them to develop the skills necessary for success as they begin their career path in Clarenceville. Additionally, during the next contract school year, administrators will provide leaders with the opportunity to become district level content specialist leaders. Participating teachers will have an integral role in all K-12 academic initiatives.

During the planning year, the principal and building leadership team (teachers, administrators & support staff) will be responsible for setting student growth goals and rewarding staff based on the 3 Big Ideas. A collaborative brainstorming session was held for all Clarenceville High School staff for the purpose of soliciting ideas of what would consist of meaningful rewards for staff which also met the reform plan requirements. Upon recommendation of Clarenceville High School staff, including teachers and para-educators, and in discussion with building and district level administrators, the three themes of Teacher Recognition, Teacher Incentive for Student Improvement, and Whole School Percentile Growth were identified.

In the area of Teacher Recognition, two systems were identified by teachers and the priority team, a badge system and success cards related to a "Teacher of the Month" system. The "badge system" for teacher recognition of actions connected to student achievement is a teacher-initiated system. Due to this being a teacher-initiated system, a teacher-led team will be established for the monitoring of actions related to student achievement, how often they will be reviewed and what badges will be rewarded.

A "Teacher of the Month" program is being established to identify those staff members who have positively contributed to student achievement and / or the instructional program related to the Transformation plan. Success cards will be used as a system for students, parents, and staff to nominate and recognize staff members who have made key contributions. Criteria will be established so it is transparent for all to utilize. Building administrators will select a staff member from the nominations and recognize them for their accomplishment, which will include a staff member of the month parking spot. Additionally, all who were nominated will be recognized, which will include a certificate

of recognition. This will begin in September 2015.

As Teacher Incentives for Student Improvement, teachers will establish a data wall system for their LEAD classes, organized by grade level, as well as by subject level for each department. These data walls will include multiple pieces of data measurement, such as NWEA goals, attendance, behaviors, and grades, as well as student surveys on student engagement. The data walls will be designed in multiple ways for public recognition as well as for private recognition. Additionally, students will work with their LEAD teachers to develop and set their own growth target. There will be continuous monitoring of the data walls according to the Redesign Plan cycle. The data walls will be monitored and kept up to date by the grade level teams and will be adjusted throughout the data dialogue cycle.

For Whole School Percentage Growth, the statewide Top to Bottom percentage will be used as the barometer for growth with a whole group celebration planned for each year based on a sliding scale of improvement over the four years:

- End of Year 1: Greater than 10%
- End of Year 2: Greater than 20%
- End of Year 3: Moving up to 30%
- End of Year 4: Removal from any state MDE designation, other than Reward school. At 50% or higher.

As rewards for staff members, personal and public recognition will be celebrated, as well as community collection of gift cards from local businesses to be used as rewards for staff. Incentives will be non-wage based due to budget constraints. Non-wage based rewards will ensure the long-term sustainability of the plan, as financial concerns will impact school districts for the immediate future. Long term outcomes will consist of staff feeling appreciated for achieving the goals. All staff will receive communication of this reward plan as evident of its implementation. The staff will be eligible for recognition rewards throughout the 2015-2016 school year, with more tangible rewards at the end of the 2015-2016 school year.

### Indicator 3B:

The principal will work in collaboration with the Superintendent to recommend to the school board for removing personnel after they have had ample opportunities to improve. All teachers, defined as those employees of the District whose employment is regulated by the Teacher's Tenure Act, M.C.L. et seq, shall be evaluated annually.

The performance evaluation system shall include at least an annual year-end evaluation for all teachers. An annual year-end evaluation shall meet all of the following:

1. In accordance with current legislative guidelines, the annual year-end evaluation for the 2013-2014 school year, at least twenty-five percent (25%) of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the annual year-end evaluation for the 2015-2016 school year, at least fifty percent (50%) of the annual year-end evaluation shall be based on student growth and assessment data. All student growth and assessment data shall be measured using the student growth assessment tool that is required under legislation under M.C.L. 380.1249(6). If there are student growth and assessment data available for a teacher for at least three (3) school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent 3-consecutive-school-year period. If there are not student growth and assessment data available for a teacher for at least three (3) school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.
2. The annual year-end evaluation shall include specific performance goals that will assist in improving effectiveness for the next school year and are developed by the school administrator or his or her designee conducting the evaluation, in consultation with the teacher, and any recommended training identified by the school administrator or designee, in consultation with the teacher, that would assist the teacher in meeting these goals. For a teacher in his/her first year of probation or for a teacher who received a rating of minimally effective or ineffective in his/her most recent annual year-end evaluation, the school administrator or designee shall develop in consultation with the teacher, an individualized development plan that includes these goals and training and is designed to assist the teacher to improve his or her

effectiveness.

The performance evaluation system shall include a midyear progress report for a teacher who is in the first year of the probationary period prescribed by section 1 of article II of 1937 (Ex Sess) PA 4, M.C.L. 38.81, or who received a rating of minimally effective or ineffective in his or her most recent annual year-end evaluation. An administrative decision was made to also include all non-tenured teachers in this process to ensure better support for all new teachers. The midyear progress report shall be used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist a teacher to improve. All of the following apply to the midyear progress report:

1. The midyear progress report shall be based at least in part on student achievement.
2. The midyear progress report shall be aligned with the teacher's individualized development plan under subdivision A(2) above.
3. The midyear progress report shall include specific performance goals for the remainder of the school year that are developed by the school administrator conducting the annual year-end evaluation or his or her designee and any recommended training identified by the school administrator or designee that would assist the teacher in meeting these goals. At the midyear progress report, the school administrator or designee shall develop, in consultation with the teacher, a written improvement plan that includes these goals and training and is designed to assist the teacher to improve his or her rating.
4. The midyear progress report shall not take the place of an annual year-end evaluation.

The performance evaluation system shall include classroom observations to assist in the performance evaluations. All of the following apply to these classroom observations:

1. The manner in which a classroom observation is conducted shall be prescribed in the evaluation tool for teachers.
2. A classroom observation shall include a review of the teacher's lesson plan and the state curriculum standard being used in the lesson and a review of student engagement in the lesson.
3. A classroom observation does not have to be for an entire class period.
4. Unless a teacher has received a rating of effective or highly effective on his or her two (2) most recent annual year-end evaluations, there shall be multiple classroom observations of the teacher each school year.

The performance evaluation system may allow for exemption of student growth data for a particular student for a school year upon the recommendation of the school administrator conducting the annual year-end evaluation or his or her designee and approval of the school district superintendent or his or her designee, intermediate superintendent or his or her designee, or chief administrator of the public school academy, as applicable.

All teachers shall receive an effectiveness rating of (1) highly effective, (2) effective, (3) minimally effective, or (4) ineffective on his or her annual year end evaluation.

The performance evaluation system shall provide that, if a teacher is rated as ineffective on three (3) consecutive annual year-end evaluations, the teacher shall be dismissed from his or her employment. This subdivision does not affect the ability of the District to dismiss an ineffective teacher from his or her employment regardless of whether the teacher is rated as ineffective on three (3) consecutive annual year-end evaluations.

The performance evaluation system shall provide that, if a teacher is rated as highly effective on three (3) consecutive annual year-end evaluations, the District may choose to conduct a year-end evaluation biennially instead of annually. However, if a teacher is not rated as highly effective on one (1) of these biennial year-end evaluations, the teacher shall again be provided with annual year-end evaluations. The performance evaluation system shall provide that, if a teacher who is not in a probationary period prescribed by section 1 of article II of 1937 (Ex Sess) PA 4, M.C.L. 38.81, is rated as ineffective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the Superintendent. The request for a review must be submitted in writing within twenty (20) days after the teacher is informed of the rating. Upon receipt of the request, the Superintendent shall review the evaluation and rating and may make any modifications as appropriate based on his or her review. However, the performance evaluation system shall not allow for a review as described in this subdivision more than twice in a three (3) school-year period.

Individual Development Plans (IDPs) will be developed along with midyear progress reports for teachers that rate below "effective" on their previous year final evaluation. Individual Development Plans will also be provided to probationary teachers. Probationary teachers that rate less than effective on their annual evaluation may not be granted a contract for the following year. All teachers will receive a year-end evaluation annually. The principal will allocate time to properly conduct the Individual Development Plans and Annual Evaluations. Teachers that are probationary or who rate "minimally effective" or "ineffective" on their previous year-end evaluation will be provided Individual Development Plans and Mid-Year Reports that will set clear goals for improving performance. Ample opportunities will be provided for teachers to improve performance and bi-weekly meetings with administration will take place to discuss performance progress. These conversations will include goal setting and identifying needs for instructional support. To best meet the teacher's needs a job-embedded coach will be provided to provide instructional support and modeling. The teacher will also be scheduled to observe highly effective teachers and registered to attend goal-specific professional development. Additionally, a designated teacher mentor will be available weekly to provide support and advice. The district through the School Board will remove "ineffective" tenured and non-tenured teachers and school administrators after they have had ample opportunities and have not improved. The decisions will be made using rigorous standards and streamlined, transparent and fair procedures as described in The Revised School Code 1249.

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.**

Clarenceville School District is committed to providing multiple opportunities for Clarenceville High School teachers to participate in ongoing professional learning. All professional learning processes and topic areas that teachers will engage with are research-based and aligned to the School's redesign plan to ensure the best possible progress in increasing student achievement. Specific professional learning topics that are a priority will be based on our three big ideas:

- Collaboratively building a positive, student-centered classroom and building Culture
- Improving literacy teaching and learning across the curriculum
- Improving implementation of the Common Core State Standards for Mathematics (CCSS-M)

To ensure job embedded professional learning is implemented with fidelity, one 75 minute meeting is built into the weekly schedule for teachers to collaborate for professional learning purposes. These weekly meetings occur after school, outside of instructional time, and were developed in collaboration with the Clarenceville Education Association (District teacher's union) and school administration. We have also redesigned our professional learning schedule to include three 150 minute meetings per school year, as we combined two weekly meetings, in order to have dedicated time to ensure data dialogue is purposeful and effective. During this time, staff members focus on instructional best practices, school improvement alignment, and data dialogues.

Also during this professional learning time, staff members collaborate with a focus on creating a common vision, a clear mission, and learning goals for Clarenceville centered on increasing student achievement. To support this work, professional learning has been provided in the areas of accessing curriculum specific data and a data protocol. Teachers also work to discuss the connection of this data to their daily instruction and work on applying ideas from group professional learning to their own practice.

## Redesign Plan

### Clarenceville High School

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In order to meet the needs of all teachers, staff is encouraged to attend professional learning provided through Oakland Schools. Oakland Schools provides professional learning that is relevant to the school's primary focus for its school improvement plan (climate and Culture, content-area literacy, assessment workshops, PBIS, math curriculum) as well as PL that focuses on teacher-specific needs (new teacher academy, technology, subject-specific common core rollout.)

Professional learning will be expected to be embedded into the classroom practice to ensure learning outcomes have been met and that learning is being translated to the classroom. Every session relating to the three big ideas of culture, literacy, and math will have an expectation of collection of artifacts that assist in formatively assessing the sessions' effectiveness. Additionally, staff will participate in final reflections that include next steps or identification of incorporation into practice. Administrative follow-up through informal or coaching conversations will assist staff in continuous reflection on new learning. Administrators had a professional learning workshop provided by Oakland Schools regarding Nancy Coflesh Intentional Conversations. Finally, perception survey on specific professional learning related to the transformation plan will be collected on a semi-annual basis to allow the school reform team to identify additional areas of need.

Culture: Collaboratively build a positive student-centered classroom and building culture

As we grow our positive culture, in the first year, we will develop staff knowledge of College and Career Readiness, Positive Behavior Intervention Support (PBIS), as well as strategies for increasing academic engagement and positive academic and social behaviors. Clarenceville High School staff has some experience with PBIS from work done in previous years but will need revisit PBIS protocols to implement for impact. Staff will attend Career Cruising professional learning with our Career Center specialist, attend various professional learning regarding PBIS and the explicit instruction of the PBIS strategies. During the implementation and monitoring phase, building leaders will have intentional conversations after "Look-for-Walkthroughs" regarding PBIS expectations posted in classrooms as well as listed in classroom syllabi and course guides. Look-for-Walkthroughs will also include classroom culture as it relates to teacher talk and student action in the classroom. Aggregate data from walkthroughs will be shared with staff three times a year. Also during this phase, building leaders will have intentional conversations with staff regarding the use of the College and Career Readiness curriculum during LEAD (Advisory period) and embedding PBIS strategies within their classroom instruction. As this is monitored each trimester in the syllabus / course guide, it will also be monitored during monthly walkthroughs. Additionally, to monitor the implementation of positive building and classroom culture, student referral data and PBIS rewards data (such as Trojan Tickets, ABC Ice Cream Sundae, It Pays to Get Good Grades) will be collected and analyzed for impact.

Literacy: Improve Literacy across the Curriculum

Within our plan, establishing the goal of improving literacy across the curriculum is Clarenceville High School's high-leverage target area to improve student achievement. Professional learning which is over-arching, and also allows for subject-specific support, is integral to the design for the Literacy Plan over the four year period. Each area of focus in the Literacy plan has its own outline for professional learning. The depth of the topic will be dependent on the prior knowledge of the staff with regard to the strategy implementation. In working with academic vocabulary development, Clarenceville High School staffs have some working knowledge in utilizing Word Walls. Professional learning will focus on increasing exposure and understanding of how to better implement explicit instruction through the use of content coaches. In order to provide support in reading comprehension and data literacy, multiple avenues of support will be explored. An instructional coach, trained through a state-approved Instructional Coaching Program, will provide professional learning. The coach will be available during various weekly meetings and during the school day to offer prescribed assistance and professional learning focused on the best practice of Close and Critical Reading (CCR). Close and Critical Reading provides staff an opportunity to collaboratively connect to student results based on progress monitoring protocols and rubrics that are integral to the process. Data dialogues that surround these discussions guide staff in developing 4-week SMART goals that support literacy. An additional literacy consultant will support staff in

connecting CCR with their content-specific curriculum and providing professional learning in the 4 other identified research-based strategies (Metacognitive Think-Aloud, Talk-To-The-Text, 25 Word Summaries, and inferential reading strategies, such as Question - Answer - Relationship (QAR).) Consultants will continue to support staff throughout the plan by identifying new learning opportunities based on professional learning, monitoring data, and developing new experiences for the professional learning time or personalized coaching sessions as necessary. In addition, specific training for staff will ensure a thorough understanding of the Response To Intervention process so that staff can maximize use of student data in providing on-time, prescribed interventions.

Math: Improve implementation of the Common Core State Standards for Mathematics (CCSS-M)

Of top priority for the Clarenceville School District is providing support for the mathematics department staff so that both the students and teachers can find success within the Common Core State Standards for Mathematics. In order to do this, time will be allotted for Math teachers to:

- Work with math consultants to align curriculum
- Create common assessment and performance tasks
- Write learning targets with associated rubrics.
- A math consultant will work with team members in investigating instructional models to increase student achievement.

This professional learning will focus on 4 specific models:

- Student-centered instruction;
- Launch, explore and summary
- Mathematical discourse
- Formative instructional practices.

Support for the instructional models will incorporate the formulation of monitoring rubrics for reflective conversations and observational feedback. One component of this rubric is inclusive of analyzing student artifacts and relating this evidence to the effectiveness of the instructional practice. Formative assessment practices that are learned through an Oakland Schools series will provide a focal point for data dialogue protocol in which SMART (Specific, Measurable, Achievable, Realistic, Time-Bound) goals are developed within 4-week cycles. Specific training will ensure a thorough understanding of the Response To Intervention process so that staff can maximize use of student data in providing on-time, prescribed interventions. Finally, the department will act as its own learning community by participating in a yearly book study.

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

Indicator 5A:

Vacancies will be identified at the end of the school year and throughout the summer. Growth data is used to determine staffing needs in the

building. The principal will use this data to identify specialized positions such as interventionists and instructional coaches, as well as general teaching positions. Teachers will be recruited that possess skills directly related to increasing student growth, literacy/math development and working with students that fall below grade level for classes such as iLit, Guided Academics, IXL, and Lab. Additionally, the student population has a significant number of at-risk students and therefore an emphasis will be placed on recruiting teachers that have experience in working with students that have the same at-risk characteristics and that have demonstrated the ability to achieve more than one-year of growth in one-years' time for students that are performing significantly below grade level. To recruit staff postings are placed on the district website, as well as other known recruitment sites. Efforts are made to ensure that salary and benefits are competitive with like districts in the area. All teachers who are hired are required to be highly qualified in the subject area for which they are hired. Teachers are informed during the hiring process of available leadership opportunities available to them, as well as supports that they will receive as a new teacher. Members of the leadership team, including teachers, parents and students, will be involved in the interview process for newly hired teachers. The team will identify questions that focus on needs of the reform plan. They will also be part of panel interviews. Standardized questions based on educator best practices will be used to either identify specific traits that are needed relative to the reform plan or the specialized positions. An emphasis will be placed on selecting candidates that have the ability to use data based decisions to change instruction and the ability to become dynamic change leaders.

### Indicator 5B:

The district's strategy for retaining teachers at Clarenceville will include but are not limited to a new teacher orientation program, as well as a new teacher induction program that will include meetings with an instructional coach. Additionally, each new teacher participates in our Teacher-Mentor program to provide them daily on-site support. Also supports for all teachers and more heavily for new/newer teachers are bi- weekly walkthroughs where critical and transparent feedback aligned to the big ideas and teacher evaluations are provided.

As was outlined in the rewards section, the three themes of Teacher Recognition, Teacher Incentive for Student Improvement, and Whole School Percentile Growth were identified as meaningful rewards for all staff and will be used to retain teachers at Clarenceville High School.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.**

**Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.**

**Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program**

The mission of Clarenceville High School is to provide individuals a variety of educational opportunities that enable students to become lifelong learners. CHS is dedicated to meeting the needs of all students in order to provide them with the best education possible. The district's accountability scorecard and Top-to-Bottom List designation provided a forum for digging into the metrics that resulted in the High School's priority designation. After identification as a Priority School, CHS staff and the School Reform Team utilized a data dialogue protocol to review student achievement data including EXPLORE, PLAN, ACT, MME and NWEA. Through this process, the staffs identified areas of weakness/strengths and discussed improving protocols of intervention (entrance /exit, curriculum, and progress monitoring). During this process, common threads were identified that assisted in determining the next steps for changes to the instructional program.

Disaggregated data by grade, subject, and sub-group, as related to assessment, student and parent surveys, post-secondary data, indicates there has been a significant decline in student achievement in every area, with the largest deviation being in the areas of Math and Social Studies. The Clarenceville High School community is committed to implement strategies that support an instructional program where student, staff, and community voices are valued and consistent high expectations for all students and staff are implemented and monitored with fidelity. CHS will provide a positive student - entered classroom and building culture, improve literacy across the curriculum and improve implementation of the Common Core State Standards for Mathematics.

Oakland Schools consultants, along with the School Reform Team, have been asked to review the plan, along with the CHS staff to ensure a singular focus and a coordination of efforts. CHS teachers and leaders are committed to utilize the plan to strengthen the instructional program.

Culture: Collaboratively build a positive student-centered classroom and building Culture

As part of our success, Clarenceville High School realizes that a safe and productive learning environment (Larry Lezotte) is essential for student academic performance to improve. The primary points of data assisting in identifying Culture as one focal point for our big ideas are:

1) Post-secondary data and student achievement data on the EXPLORE/PLAN/ACT demonstrated a gap for our students in Career and College readiness. Perception data led us to an understanding of a significant gap in the Culture that surrounds those Career and College

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expectations.

2) Perception and referral data demonstrate that all stakeholders recognized a need to focus on positive behavior/cultural strategies which support academic and social behaviors for all students and staff using a consistent system.

3) Past data points have shown that past research-based programs have not been implemented with fidelity and not sustained. This, in conjunction with reflective conversations with staff, demonstrated a need to focus on collaborative and trusting cultural strategies.

Related to College and Career Readiness, we believe that our instructional program should be rooted in fostering a Culture of learning with high expectations for all. We believe that these high expectations are directly related to the skills students will need to be successful after high school. Stakeholder information as well as post-secondary data lifted five points of emphasis: soft skills, job skills, career pathways, academic success, and behavioral success. These five points of focus will be implemented at Clarenceville High School as we develop the master schedule to accomplish a space for learning within the school day; research and adopt a College and Career Readiness curriculum; develop implementation protocols and staff knowledge; then implement, monitor, evaluate and adjust after monitoring the adult implementation and reviewing student data results.

As we focus on positive behavior/cultural strategies which support academic and social behaviors for all students and staff using a consistent system, we recognized a need to re-invigorate the use of PBIS. We believe that a consistent system of teaching desirable behaviors, monitoring behaviors, and recognizing positive behaviors will enhance the frequency of those behaviors and result in greater success in high school and beyond. As we implement the PBIS system, we will research and adopt PBIS; review and update school procedures/ protocols/ and policies; develop PBIS expectations and explicit instruction plan; develop protocol for tiered intervention; adopt a protocol for timely parent communication; establish a data collection model; then implement, monitor, evaluate and adjust after monitoring the adult implementation and reviewing student data results. Within the review process, we will create a committee of stakeholders to analyze the effectiveness of current policies/procedures and update them based on the findings of the committee.

To build a collaborative and trusting school climate in all facets of student, staff, and administration, we will engage with Oakland Schools School Culture consultants. As we explore the team building process and norms of collaboration and positive communication, we will survey staff and students for a baseline of our current state and where we want to go and then monitor our progress through further data points of surveys, team collaboration, and communication. To give voice to students and all staff, anonymous surveys will be given in hopes to engage all. In addition, we will continue to collect data via future surveys to measure progress in an effort to improving school culture.

Our instructional program of collaboratively building a positive student-centered classroom and building Culture will be phased in over four years. In order to effectively roll out the culture and climate strategies, CHS has developed a four-year plan that will support the work.

Year one:

- Develop master schedule for implementation of advisory program, Leadership - Excellence - Attitude - Dream (LEAD)
- Research College and Career Readiness Curriculum
- Develop staff knowledge of College and Career Readiness Curriculum
- Research PBIS programming
- Review school procedures, protocols, and policies and develop staff knowledge about PBIS programming
- Develop PBIS Expectations.
- With consultants from Oakland Schools, develop staff knowledge about team building processes, including the stages of team development and the Seven Norms of Collaboration.
- With consultants from Oakland Schools, develop communication protocols with staff.

Year two:

## Redesign Plan

Clarenceville High School

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- Adopt College and Career Readiness Curriculum
- Develop implementation protocols of College and Career Readiness Curriculum
- Develop tiers of intervention protocol
- Establish a data collection model
- Adopt a timely parent-communication protocol.
- Continue our work with consultants from Oakland Schools to develop staff knowledge on team building processes.
- Adopt and implement communication protocols with staff

Years three and four:

- Full implementation of the College and Career Readiness curriculum
- Monitor, evaluate, and adjust college and career readiness curriculum using professional portfolios, "Look-for" walk-through collaborations as well as a student data results plan and survey data from current students and graduates.
- Implement communication protocols with staff

Literacy: Improve Literacy across the Curriculum

Staff used a data dialogue protocol to review student achievement data including EXPLORE, PLAN, ACT, MME and NWEA, which identified Literacy as a big idea. Based on our review of the assessment data, this focus on academic literacy will directly increase student achievement in the area of Social Studies - one of our Priority identifiers. Through this process, staff have been identifying areas of weakness/strengths and discussing needs within an intervention model. During this process, common threads were identified that assisted in determining the next steps for changes to the instructional program. The most prevailing theme in this data showed a need to address academic literacy in two main contexts. The first is the need to increase our student's ability to engage with different forms of content-specific text, as most of our students struggled with processing complex text. Secondly, all forms of data literacy (analyzing, interpreting, evaluating both visual and textual), especially those that involved multiple layers and multiple steps, provided difficulty for our students.

As a result of the data process, a plan for changes to instructional programming was determined by the School Reform Team, which included establishing research-based, best practice strategies for each tier of instruction in academic literacy. In order to best support all students, the team has decided to implement a school-wide focus on content-specific literacy which will allow students to experience multiple forms of text and data sets within the context of the subject that they are learning. Strategies and instructional programs are cross-checked for research documentation, as well as discussed with consultants from Oakland Schools to ensure validity and alignment. In doing so, our students should be able to better meet the Career and College readiness standards. The strategies adopted to support this Tier I cross-curricular focus include:

- academic vocabulary development,
- supporting student skills in reading comprehension using multiple forms of content-specific text
- enhancing instruction in all forms of data literacy (specifically visual presentations of data) involving multiple layers and multiple steps.

In order to effectively roll out the literacy strategies, Clarenceville High School has developed a 4-year plan that will support the work.

Year one:

- Staff will increase student's exposure to academic vocabulary utilizing content-specific Word Walls.
- Both reading comprehension and data literacy will be supported through the training of staff on Close and Critical Reading and supported through the use of an instructional coach and Oakland School consultants.

Year two:

- Staff will be trained on and begin implementing explicit vocabulary instruction that incorporates work on prefix, suffix and root word instruction.
- Staff will learn or revisit research-based active reading strategies to support reading comprehension and data literacy (Metacognitive Think-Aloud, Talk-To-The-Text, 25 Word Summaries, and inferential reading strategies, such as Question - Answer - Relationship (QAR).)
- All active reading strategies will be supported through professional learning by Oakland school staff.

Years two-through-four

- On-going support for strategies through job-embedded professional learning from the instructional coach and/or literacy consultant assisting staff in infusing strategies within classroom instruction.
- Time will be provided so that staff can share personal implementation stories.
- All strategies will have adult implementation monitored through the use of teacher evidence and walk-throughs completed in 4-week cycles.
- Formative assessment strategies combined with progress monitoring data points and student samples will provide the necessary student information to support data dialogues that result in informing our instructional practices.

In order to provide further assistance for at-risk students, Tier 2 and Tier 3 supports will be put into place. The team will ensure that an articulated RTI process is in place with research-based intervention strategies and resources. Students identified through multiple factors, including assessment, attendance, and behavior data, will be placed into specific support programs to best meet their needs in the area literacy. Students that are just below their peers in this area will have opportunities for real-time support strategies, either during or after school, to aid the learning of students in the classes that they have. Students far below grade level will have their gaps addressed through teacher support and on-line research-based instructional tools that provide prescribed interventions. Staff will develop entrance and exit criteria for each of the intervention programs.

Tier 2

Tier 2 intervention students are identified as those being just below their peers in their academic literacy skills. Intervention support for these students focuses on providing real-time research-based support strategies to aid the learning of students. This intervention will ensure subject specific support connecting literacy to the content they are learning in their current class-load. Multiple avenues will be explored to ensure the best possible access for students to this support (ie before, after and lunchtime tutoring; academic support class.) Intervention staff with experience in working with literacy strategies will be identified with intentionality for this program. Professional development for staff in utilizing strategies and ensuring identified outcomes will occur. Student monitoring will occur in 4-week cycles so that students can move fluidly within intervention. Adult implementation will be monitored through participation in data cycles and classroom walk-throughs.

Tier 3

Tier 3 intervention students are identified as those being far below their peers in their academic literacy skills with skill gaps that need to be addressed in a prescribed manner. Students identified for this intervention support will be placed into an additional class to participate in a research-based, prescribed program (iLit). Intervention staff with experience in working with at-risk students and literacy strategies will be identified with intentionality for this program. Professional development for staff in implementing the program with fidelity will be provided. On-going support will be provided to the teacher by iLit and/or a literacy consultant to assist in problem-solving and enhancing program features. Students will be progress monitored through their intervention classes. At the end of each trimester, students will have an opportunity to exit interventions based on pre-set protocol. Student monitoring will occur in 4-week cycles so that students c interventions. Adult implementation will be monitored through participation in data cycles and classroom walk-throughs.

Math: Improve implementation of the Common Core State Standards for Mathematics (CCSS-M)

## Redesign Plan

### Clarenceville High School

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A second identifier for Clarenceville High School's priority status was in the area of mathematics. Since identification, staffs have utilized a data dialogue protocol to review student assessment data including EXPLORE, PLAN, ACT, MME and NWEA while additionally reviewing student achievement data. Through this process, staff identified areas of weakness/strengths and discussed the needs within an intervention model. The process identified that, although there were some areas that required specific improvements within the content, there was an overall gap existing within the levels of content presented and the expectations of the Common Core State Standards. In order to address this gap, Clarenceville High School will focus on a plan, based on research-based practices and built in collaboration with Oakland School consultants, which ensures both the alignment of content, instructional practices, and Career and College Readiness Standards.

The Clarenceville High School mathematics plan has been built to be implemented and monitored over a 4-year time span.

#### Year 1

- Staff will focus on aligning lessons with learning targets
- Performance tasks and assessments for Algebra 1 will be developed with respect to the Common Core State Standards while ensuring the scope-and-sequence is appropriately designed and can be applied to the trimester schedule
- During this same time frame, a review of new CCSS-M aligned Algebra 2 resources will take place and recommendations for purchase will be made
- Review of how the trimester scheduling affects mathematical course offerings

Instructionally, during year 1, staff will investigate instructional models that include:

- Student centered vs. teacher centered instruction
- Launch, explore and summary in daily instruction
- Effective mathematical discourse
- Formative instructional practices.

Additionally, so that teachers can ensure that they are having valuable dialogue with common understandings, the math team will establish common grading protocols regarding assessment and participate in a book study focusing on common core mathematical PLC work.

#### Year 2

- The department will focus on aligning lessons with learning targets, performance tasks and assessments for Algebra 2 with the Common Core while ensuring the scope-and-sequence is documented
- Geometry resources will be researched for possible purchase and alignment in the following year
- Implementation of the instructional practices will be supported through reflective lesson review protocols, which include student voice, to refine practices within the team.
- Observational and student achievement data, in conjunction with teacher and student artifacts, will drive dialogues within team meetings to identify areas of improvement in instructional practice (Year 2-4)
- Administrators and/or content specialists will monitor implementation through the use of lesson-connected walk-through protocols and artifact collection in 4-week intervals. The team will monitor student achievement within this 4-week cycle by analyzing unit specific student evidence such as performance and assessment data. (Year 2-4)
- Ongoing review of how the trimester scheduling affects mathematical course offerings
- Utilizing PLC book study learning from prior year to effectively engage in data dialogue sessions
- Participating in a book study on grading

#### Year 3

- Clarenceville math team will focus curriculum work within the Geometry course
- Departmental grading practices will be developed utilizing best practice strategies as learned through year 2 work and implemented by all

team members

### Year 4

- Each course will be further developed through the incorporation of video lessons, protocols for course recommendations, and rubrics for learning targets. Throughout the plan, all curriculum alignment work and work with instructional models will be professionally supported through the process of working with a math consultant.

In order to provide further assistance for at-risk students, Tier 2 and Tier 3 supports will be put into place. The team will ensure that an articulated RTI process is in place with research-based intervention strategies and resources. Students identified through multiple factors, including assessment and demographic data, will be placed into specific support programs to best meet their needs in the area mathematics. Students that are just below their peers in this area will have opportunities for real-time support strategies, either during or after school, to aid the learning of students in the classes that they have. Students far below grade level will have their gaps addressed through teacher support and on-line research-based programs that provide prescribed interventions. Staff will develop entrance and exit criteria for each of the intervention programs.

### Tier 2

Tier 2 intervention students are identified as those being just below their peers in their academic mathematical skills. Intervention support for these students focuses on providing real-time research-based support strategies to aid the learning of students. This intervention will ensure subject specific support connecting math core competencies to the content they are learning in their current class-load. Multiple avenues will be explored to ensure the best possible access for students to this support (ie before, after and lunchtime tutoring; academic support class.) Intervention staff with experience in working with mathematics strategies will be identified with intentionality for this program. Professional development for staff in utilizing strategies and ensuring identified outcomes will occur. Student monitoring will occur in 4-week cycles so that students can move fluidly within intervention. Adult implementation will be monitored through participation in data cycles and classroom walk-throughs.

### Tier 3

Tier 3 intervention students are identified as those being far below their peers in their mathematical ability, with gaps in specific skill areas, which need to be addressed in a prescribed manner. Students identified for this intervention support will be placed into an additional class to participate in a research-based, prescribed program that is yet to be determined. Intervention staff with experience in working with at-risk students and mathematical learning strategies will be identified with intentionality for this program. Professional development for staff in implementing the program with fidelity will be provided. On-going support will be provided to the teacher from the math consultant and/ or other resources to assist in problem-solving and enhancing program features. At the end of each trimester, students will have an opportunity to exit interventions based on pre-set protocol. Student monitoring will occur in 4-week cycles so that students c interventions. Adult implementation will be monitored through participation in data cycles and classroom walk-throughs.

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact**

To promote our continuous use of student data, we will improve how accessible our standardized data (NWEA, EXPLORE, PLAN, ACT,

MME) is for our staff. Additionally we will share perception and survey data to improve student and teacher success.

To improve instructional outcomes, teachers will enhance their overall assessment literacy in the following ways:

- In relation to the classroom environment, professional learning will occur for staff to develop classroom assessments which are aligned to the common core, contain quality test items, and use appropriate question stems.
- During professional learning time, staff will discuss formative assessments currently used and share techniques on the use of those strategies.
- To enhance our ability to use formative data, teachers will grow their professional learning to use feedback more effectively, including multiple modes of feedback between student, teacher, and administrator.

During a professional learning session at Oakland Schools related to John Hattie's research, administrators learned that teaching students to track and assess their own academic progress has been proven to be extremely effective. Therefore, as all staff become more effective in our own use of data, we will incorporate this concept into our classrooms. We will train our students to use tools effectively and efficiently to track their own progress on a continual basis. We can do this with regard to their standardized tests as well as their classroom assessments.

To focus on Tier 1 instruction, we will use a data dialogue protocol in a 4 week cycle to monitor the effectiveness of the implemented strategies in the areas of literacy and Mathematics. In addition to improving our use of data with regard to our Tier 1 classroom curriculum, we will also improve our use of data with regard to our Tier 2 and Tier 3 interventions. While we already have intervention classes in both ELA and mathematics, we believe we can utilize them more effectively. We will be more intentional with regard to which students are chosen for the intervention classes, using several data points to determine not only which students need the interventions but also which students will be most likely to reap the benefits of such programs. Furthermore, we believe we can utilize the class time in those classes better by raising our expectations of those students and by incorporating many of the strategies listed above.

To ensure that all staff implement the strategies with fidelity, we will: a) establish explicit expectations for how and when staff will implement our strategies and b) monitor that implementation very closely via classroom walk-throughs, staff communications, classroom artifacts, etc.

Culture: Collaboratively build a positive student-centered classroom and building culture

Based on the identified data, the Clarenceville High School community is committed to engaging in strategies that support an instructional program where student, staff, and community voices are valued and consistent high expectations for success for all students and staff are implemented and monitored with fidelity. The focus areas are College and Career Readiness and Positive Behavior/ Cultural strategies related to academic engagement/behavior and social behaviors. Three times a year, we will administer surveys to students and staff, with an exit survey to seniors to determine if our College and Career Readiness curriculum is effective at increasing the number of students attending post-secondary programs. To monitor the effectiveness of PBIS, we will not only survey, as described above, but we will monitor the data from behavior plans, students behavior, attendance and achievement data to determine if we have seen an increase in positive behaviors in the school setting and a reduction negative behaviors.

Literacy: Improve Literacy across the Curriculum

Outcomes for literacy are focused on addressing academic achievement in all subject areas in three main contexts, increasing our student's ability to engage with 1) different forms of content-specific text and 2) all forms of data literacy (analyzing, interpreting, evaluating both visual and textual), especially those that involved multiple layers and steps, provided difficulty for our students, as well as 3) building academic vocabulary. This focus on academic literacy, based on our review of the assessment data, will directly increase student achievement in the area of Social Studies - one of our priority identifiers. The data monitoring of literacy outcomes will be inclusive of assessment data (PLAN,

EXPLORE, ACT, NWEA and State data) and administrative walk-throughs but will rely heavily on staff data dialogue regarding instruction and formative assessment. Once common assessments have been developed for academic vocabulary and instructional models within 4-week cycles, protocols for review of data will be established as part of teacher's SMART goals. Close and Critical Reading has an established monitoring system that relies on 4-week question specific, rubric driven analysis of student work coupled with tri-annual progress monitoring check-points. Walk-through data that focuses on specific "look-fors" within implemented strategies assists in driving coaching conversations and drives decisions regarding further professional learning. Tier 2 and Tier 3 intervention programs will incorporate specific guidelines for entry into the supports and qualifications for exit. Student progress monitoring will occur on a 2 to 4-week cycle and be reviewed by content-specific team for revision of student intervention plan.

Math: Improve implementation of the Common Core State Standards for Mathematics (CCSS-M)

Improvement of student achievement in the area of mathematics has become a professional imperative for the Clarenceville mathematics team and administrators. All outcomes for this area are directly related to achievement data which is inclusive of course success rates, performance task analysis and assessment data (PLAN, EXPLORE, ACT, NWEA and State data). Other data points will assist in evaluating plan effectiveness and provide more detail for teachers to develop SMART goals in 4-week increments. Analysis of student artifacts will take place that include assessment and performance task data. Perception data in the form of surveys will provide detail to the effectiveness of the instructional models. Observational data results from lesson-connected walkthroughs and artifact reviews will provide a final means for triangulating information that assists in developing comprehensive short-cycle goals. These goals assist in identifying student groups that are in need of intervention support and allow them to move between Tiers in relation to their prescribed, current needs and having met goal specific outcomes. Tier 2 and Tier 3 intervention programs will incorporate specific guidelines for entry into the supports and qualifications for exit. Student progress monitoring will occur on a 2 to 4-week cycle and be reviewed by content-specific team for revision of student intervention plan.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

The key components of Clarenceville High School's increased learning model will be as follows:

- 1) Additional time for core academic subjects (8a),
- 2) Additional enrichment time for teachers to provide extension activities to enrich and address gaps (8b),
- 3) Provide enrichment time specific to career and college readiness skills (8b),
- 4) Provide more time for teachers to collaborate during the school day planning lessons together and using data more effectively (8c),
- 5) Extensive use of job-embedded "Best Practices" in teacher professional development activities (8c)

Indicator 8A:

For the past 8 years Clarenceville High School has ran on a traditional 5 period trimester schedule at the secondary level, with each core academic course running for 2 of the 3 trimesters. In recent years, in order to capture additional minutes due to downward trending data, the school has reduced lunch time from 50 minutes to ½ hour and reduced passing time from 5 to 4 minutes. In the 2014-2015 school year there are 1129 student hours scheduled, an excess of 31 hours from the 1098 required by the state. For the 2015-2016 school year, Clarenceville High School will be redesigning the current schedule by moving to a 6 period teaming schedule that will allow all four core academic classes to be offered as full year programs. This will result in students spending a minimum of 67% of the school year in core academic classes vs the current 53% of the year. Developing a core-focused team schedule will result in providing in-class time for tutorials and differentiated learning opportunities, creating a small group, caring learning environment, allow team autonomy to alter policies and grading practices that focus on student learning, and increase the amount of time students are actively engaged in their learning. Research, including studies from Borman, G.D. and Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S., demonstrates without question that students lose or regress when they are not engaged for long periods of time. Thus, by ensuring that core classes are covered throughout an entire year we are able to reduce the loss/gap and we are able to create more learning opportunities.

Indicator 8B:

Over the past 2 school years, Clarenceville High School has been working to build an effective Response-To-Intervention system for both English Language Arts and Mathematics that would best meet the needs of our at-risk learners. Tier II intervention lab programs and Tier III prescriptive support programs (iXL and iLit - research-based intervention programs) were piloted with students identified using both local and SY 2014-2015



## Redesign Plan

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state data. These programs have been found to be successful; therefore, the district will refine and continue to give the programs the opportunity to grow. This class was required for those students identified in place of a regular elective. Additionally, the incorporation of a 30 minute LEAD (Leadership, Excellence, Attitude and Dreams) time assisted in promoting both the soft skills necessary for success and differentiated learning opportunities that meets the student's needs. Data this year demonstrated the need for a more structured curricular program, therefore LEAD will be modified with the new Redesign Plan.

Moving forward, Clarenceville High School is going to meet the needs of all of our students making sure students in need are given the necessary interventions and enhancing the number of students taking our higher level career and college courses. With the restructuring of the day in 2015-2016, the students will be broken down by team and all students will receive a time to extend their learning as determined by the data. The focus of each team will include the data regarding how the students perform on the grade level standards. This small-school, data-driven, needs-based approach has multiple studies that demonstrate its effectiveness but is best modeled by the Institute for Research and Reform in Education (IRRE) and their use of Personalized Learning Communities. By creating common extension time staff are able to provide more direct and differentiated interventions to students that need it and allows for increased enrichment time for those students that are ready for it. Achievement data and formative classroom assessments will be used to determine the individual student needs.

In addition, the redesigning of daily LEAD time will provide teachers the opportunity to address specific career and college readiness skill gaps. This time will be developed with an advocacy approach while developing career and college readiness skills through a formalized program such as Naviance, Reach for College, or SkillsUSA. The theory behind the advocacy approach is that it focuses on three types of relationships - student/teacher, student/parent and teacher/parent - which are the most essential to improving student outcomes in school. A great deal of evidence supports the importance of each of these relationships. Multiple studies have been done regarding the effectiveness of positive relationship development (i.e. Jordan, Orozco, & Averett) and this time aligns directly with the Superintendent's Drop-out Challenge. "No significant learning occurs without a significant relationship."- Dr. James Comer

### Indicator 8C:

During the last district bargaining session, Clarenceville School District was looking for a way to increase time for professional collaboration that would not impact student learning time. As a result the collective bargaining unit agreed to add a 1.25 hour session every Thursday after school. This resulted in the addition of 40 hours of professional collaboration time over the 2 full days provided prior to the start of school, Election Day and Martin Luther King Day. During this school year these sessions have been redesigned to include a specific focus on the roll-out of the school improvement plan that includes "Best Practice" strategies (i.e. Close and Critical Reading, Academic Vocabulary protocols, etc), the inclusion of Data Dialogue (Wellman & Lipton) specific sessions and instructional framework professional learning.

Beginning the 2015-16 school year the high school will include bi-weekly common team planning time, an additional 18 hours) to allow teams to specifically focus their data conversations on the student specific needs. This will provide the time needed to implement the enrichment time as outlined above- for each team to collaborate including data regarding how the students perform on the grade level standards, achievement data and formative classroom assessments to determine the individual student needs. The data dialogue process prepares the path for effective collaboration and critical conversations. Teachers can share ideas, analyzing data and the effectiveness of strategies, all within the data-driven decision-making format. You see evidence of programs modeled in this fashion producing significant gains in student achievement as well as increased collaboration and data use in schools across the country in Nancy Love's book, Using Data to Improve Learning for All: A Collaborative Inquiry Approach (2009, Corwin). We hope to build upon MDE's Theory of Action - "If a school's challenges are accurately diagnosed through data analysis and professional dialogue at the building and district levels, then the implementation of a focused and customized set of interventions will result in school and student success".

Additionally, bi-weekly coaching sessions will provide staff job-embedded, professional learning focused on Redesign Plan best practices. Instructional coaching is grounded in current research and clinical knowledge on leadership and schools as "professional communities of

practice." Research on professional development suggests that it is most effective when it includes components that are based in the school and embedded in the job and when it increases teachers' theoretical understandings of their work (Miller 1995). Supports for improved teaching and learning are also more effective when they are tied to needs identified by teachers and when their approach to learning is collaborative and inquiry-based (Darling-Hammond and McLaughlin 1995). Coaching sessions will sustain professional learning and act as a bridge between the 90 hours of collaboration time provided to the staff and the Redesign Plan.

**Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

Partnering with family and community members in our reform school efforts is essential for the effective transformation of Clarenceville High School. Clarenceville High School will use a variety of strategies to educate families and the community about, and engage them in, ongoing school reform efforts. In the first year, we will develop our lists of parent and community partnerships who have been involved in the past in site-based committees and parent support groups, while additionally working to add to the list of community partnerships. Additionally, in the September 2014, a data consultant from Oakland Schools gave a report to the board of education regarding z-score / top-to-bottom ranking and the priority school designation for Clarenceville High School. Furthermore, quarterly reports have been and will be given to the board during a scheduled public board meeting to continue the transparent communication.

Indicator 9A:

To engage parents in the school reform process, we will increase communication efforts with parents in the following ways:

- Classroom and school newsletters will also be used to communicate important information to parents and families and engage them in the school reform process, including inviting parents into the classroom to strengthen the home / school connection.
- Mi-Star Parent and Student Connect gives access to student data 24/7 as an avenue for learning about student achievement as well as communicating with their child's teacher
- Parent representation on the Strategic Planning Team, certain interview teams, and the School Improvement Team provides an outlet for parental voice.
- Communication to parents and community members is enhanced through the School Messenger Notification System, as well as the Clarenceville High School website and our district Facebook page as it is used to inform the community of our parent meetings, parent groups, and community partnerships.
- Parent meetings, such as Open House presentations, as well as junior and senior meetings by administration and staff to explain the school reform process and engage them in the process.
- Parent surveys during parent / teacher conferences are used to get feedback and input from parents about their general perceptions regarding school climate and Culture, achievement, and the school reform process.

As a staff, we will share implementation of parents in the classroom, such as the parents that promoted poetry in ELA 10a to their son's class. Improving literacy across the curriculum will be emphasized as parents are in the classroom supporting the literacy work and demonstrating why literacy is important to them as adults. This program was featured and promoted on our district facebook page and will be used as a model for the infusion of parents in the classroom.

To engage parents in the college readiness culture during College Application Week, parents were given the information and encouraged to

assist their son or daughter to complete a transcript request on Parchment and apply to one post-Secondary institution, at minimum. Students were taught how and given the opportunity to complete the Parchment request and college applications during the school day.

A positive male role model program, such as WATCH D.O.G.S., is in the development stage with a male parent leading the development committee. The purpose of the committee is to promote and sustain a positive building climate and culture as male role models interact positively with students during the lunch period, with the plan of expanding their role within the school. Specifically, these adults will communicate high expectations to all students and discuss with them the five areas of College and Career Readiness for post-secondary success, as well as CCSS-M practices 1 and 4 regarding perseverance to solve problems and the use of Math in Everyday Life to solve problems. As part of our work, we will survey our parents to determine their willingness to partner with the school and in what way they believe would be most beneficial to them and to the school.

### Indicator 9B:

We have partnered with different community organizations, as they have indicated a desire to help and we have communicated a desire to empower them, and we intend to continue to foster these relationships and build upon them. Previously, as part of our school-wide Trojan Tickets initiative, Starbucks, Target, AMC Movie Theatre and Dick's Sporting Goods have partnered with Clarenceville High School to support our efforts with gift cards to celebrate students exhibiting positive behavior. We will continue the Trojan Tickets program as part of our PBIS system, enhancing the positive student-centered building culture.

As we build our positive student-centered culture, we will continue to collaborate with the Rotary and Kiwanis to give students leadership opportunities, such as RYLA (Rotary Youth Leadership Awards) and the Kiwanis Key Leader program. We will enlist the help of Livonia Rotary, in conjunction with Clarenceville High School student leaders that have participated in RYLA, to investigate opening an Interact Club (Rotary student organization for ages 12-18) to build the positive-student centered culture throughout the building. Once established, Interact / Rotary will be a key developer of our positive building culture influencing positive change throughout the building as well as our Career and College Readiness. As we enlist the help of the Livonia Rotary, we will be more intentional from the building and district level to attend the morning meetings and discuss support for Career and College Readiness within the big idea of building culture. As part of our Civics graduation requirement, students are required to provide a minimum of four hours of community service. To accomplish this, our students have partnered with various schools to assist with after school activities, Gleaners Food Bank, area churches, and other religious and community organizations.

We will enlist the help of the Livonia Chamber of Commerce to look for work related experiences at area businesses connected to Mathematics as well as Literacy by having a district representative attend Livonia Chamber meetings. In concert with this effort, we will ask our existing partners to reach out to like-minded businesses to partner with Clarenceville High School. As a list is compiled of businesses, we will send out community partnership letters with self-addressed stamped envelopes to invite their participation. Organizations that have expressed interest in partnering with us at Clarenceville High School are the Clarenceville United Methodist Church, Kohl's Associates in Action, and the UPS store at 5 mile. With the support and assistance of the Clarenceville Superintendent, we will establish a Trojans Club which will meet bi-monthly with the purpose of building community partnerships that will move Clarenceville High School forward to success in all areas. The Trojans Club will enlist the support and help of current community partners and district leaders to focus on the three big ideas of Culture, Literacy, and Math, which aligns directly to our reform / redesign efforts. As we partner with more community organizations in our Transformation efforts, we will invite them to join us in the bi-monthly meetings.

## **PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT**

**Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.**

**Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.**

The district will provide the school (Principal, School Improvement Teams and staff) with the autonomy over the school's schedule, staffing and the building's 31-a budget in accordance with the federal regulations. Currently, the district and teachers' union are actively engaged in collective bargaining. The Memorandum of Understanding will be uploaded in the Reform Plan when a tentative agreement has been signed by both parties.

In order to assure the successful rapid turnaround of Clarenceville High School, the principal will be granted flexibility in the areas that are under the control of the District. The building principal and staff will have every opportunity for involvement in staffing, calendar, budget, professional development, scheduling, and intervention programs in an effort to significantly improve student achievement. The building principal works in collaboration with district administration and staff members to establish practices that remove barriers to success for both staff and students. This is intended to remove barriers that may interfere with needed quick, site-based decisions in order to facilitate rapid change within the building that supports the 3 Big Ideas.

The principal will have the ability to utilize his/her staff and building budget in the most effective manner to increase student achievement. The principal will involve the building leadership team in these decisions. The principal will be given all available information for site-based decisions by the end of August and as changes occur during the year. Identified resources will be staffing allocations, enrollment projections by grade and a detailed building budget. The principal will be allowed flexibility for site-based staffing decisions within the constraints of the buildings allocations and will make ultimate determination for recommendation of hires using student and staff inputs during interviews. Site-based decision making will be allowed in accounts such as: other pay, overtime, substitutes, repairs and maintenance, teaching supplies, textbooks, technology supplies, office supplies, and miscellaneous. The principal will be allowed flexibility with building hours and support staff schedules within the parameters of any collective bargaining agreements in order to accommodate varied schedules for teachers and students. There is flexibility to schedule within the County Common Calendar and District Calendar to suit the needs of the building and students.

**Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.**

**Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.**

**Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.**

Indicator 11A: Clarenceville School District has found Oakland Schools to be a foundational entity in instituting a research-based aligned curriculum and promoting the use of best practice within the classroom. OS personnel provide support for administrators through trainings and meetings, as well as continuously looking for ways to combine efforts throughout the county. Turn-around efforts are supported through the formation of a Priority team consisting of Data/Assessment, ELA and Math consultants. Staffs are provided multiple opportunities to attend trainings in best practice, curriculum alignment and use of technological instructional tools. Additionally, the Macomb Intermediate School District provides support through the Facilitators of School Improvement. The district leadership team will attend all state supported events as they become available, including priority support meetings and School Improvement Conferences.

Indicator 11B:

Carol Anthony

Director of Curriculum, Instruction and General Administration

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